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ABSTRACT

Students in selected Syracuse University College courses were surveyed to assess the extent to which andragogical (adult-oriented) concepts were reflected in faculty teaching practices. The instrument consisted of 15 continua (adapted from Knowles) with endpoints denoting pedagogical and andragogical extremes related to teaching methodologies. Students indicated on each continuum the place that most accurately reflected their perceptions of the experiences they had in a specific course. Information about student age, course for which the student was completing the survey, gender, last degree completed, student status, and teacher type was also solicited. Usable surveys were completed by 947 students. Older students, females, and, to a lesser extent, those holding the highest degrees and part-time students were most likely to perceive their teachers as using andragogical techniques. Faculty teaching the courses on an adjunct or overload basis were perceived as having teaching techniques more andragogical than those of graduate assistants, emeriti, and load faculty. (Appendixes include data tables and charts, descriptive materials, and the survey instrument.) (Author/YLB)

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TITLE:

STUDENT PERCEPTIONS REGARDING USE OF ANDRAGOGICAL INSTRUCTIONAL TECHNIQUES BY FACULTY TEACHING SELECTED SYRACUSE UNIVERSITY COLLEGE COURSES: RESULTS OF A PILOT STUDY USING A THEORY BASED FACULTY ASSESSMENT INSTRUMENT

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ABSTRACT:

STUDENTS IN SELECTED SYRACUSE UNIVERSITY COLLEGE COURSES WERE SURVEYED TO ASSESS THE EXTENT TO WHICH ANDRAGOGICAL (ADULT-ORIENTED) CONCEPTS ARE REFLECTED IN FACULTY TEACHING PRACTICES. THE INSTRUMENT CONSISTED OF FIFTEEN CONTINUA (ADAPTED FROM KNOWLES) WITH ENDPOINTS DENOTING PEDAGOGICAL AND ANDRAGOGICAL EXTREMES RELATED TO TEACHING METHODOLOGIES. STUDENTS INDICATED ON EACH CONTINUUM THE PLACE THAT MOST ACCURATELY REFLECTED THEIR PERCEPTIONS OF THE EXPERIENCES THEY HAD IN A SPECIFIC COURSE. INFORMATION ABOUT STUDENT AGE, COURSE FOR WHICH THE STUDENT WAS COMPLETING THE SURVEY, GENDER, LAST DEGREE COMPLETED, STUDENT STATUS AND TEACHER TYPE WAS ALSO SOLICITED.

NINE HUNDRED FORTY-SEVEN STUDENTS COMPLETED USABLE SURVEYS. OLDER STUDENTS, FEMALES, AND TO A LESSER EXTENT, THOSE HOLDING THE HIGHEST DEGREES AND PART-TIME STUDENTS, WERE THE MOST LIKELY TO PERCEIVE THEIR TEACHERS AS USING ANDRAGOGICAL TECHNIQUES. FACULTY TEACHING THE COURSES ON AN ADJUNCT OR OVERLOAD BASIS WERE PERCEIVED AS HAVING TEACHING TECHNIQUES MORE ANDRAGOGICAL THAN THOSE OF GRADUATE ASSISTANTS, EMERITI AND LOAD FACULTY.

PRESENTATIONS:

PRESENTED AT THE NATIONAL CONFERENCE ON THE ADULT LEARNER, MAY 25-27, 1987, UNIVERSITY OF SOUTH CAROLINA, COLUMBIA, SOUTH CAROLINA

PRESENTED AT THE MICHIGAN EDUCATIONAL RESEARCH ASSOCIATION WINTER CONFERENCE, JANUARY 18-19, 1989, LANSING, MICHIGAN

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Student Perceptions Regarding Use of Andragogical Instructional Techniques by Faculty Teaching Selected Syracuse University College Courses: Results of a Pilot Study Using a Theory Based Faculty Assessment Instrument

INTRODUCTION

University College of Syracuse University serves as the institution's evening division. The greater portion of its student clientele consists of people from the community seeking degrees or taking course work on a part-time basis to facilitate professional and personal development. Students who attend Syracuse University courses primarily during the daytime and usually on a full-time basis are also a part of University College's clientele. The College is administratively housed at the edge of Syracuse's downtown area, approximately a mile from the main campus. Courses are offered at that location as well as on the main campus.

University College is unique at Syracuse University in that it services large numbers of <u>ADULTS</u> at the undergraduate level. Because this population has special instructional needs (Knowles, 1980), a pilot study of selected University College courses was conducted in December 1981. The purpose of the study was to determine the extent to which teaching techniques thought by experts in the field of adult education to be appropriate for adult learners are being used by University College faculty. Results of the pilot study were to be distributed to University College faculty for their information and use and, additionally, to be used for faculty orien-

TATION AND DEVELOPMENT BY THE UNIVERSITY COLLEGE FACULTY RESOURCES COMMITTEE.

IN 1981 THE UNIVERSITY COLLEGE (UC) FACULTY RESOURCES COMMITTEE, CHAIRED BY LORE HEATH, DISTRIBUTED TO UC FACULTY ROGER HIEMSTRA'S (1980) "A SUGGESTED TEACHING/LEARNING PROCESS FOR ADULTS: PLANNING ELEMENTS AND METHODOLOGICAL IMPLICATIONS". HIEMSTRA'S WORK IS BASED UPON MALCOLM S. KNOWLES' THEORY OF ANDRAGOGY, AS DESCRIBED IN KNOWLES' THE MODERN PRACTICE OF ADULT EDUCATION (1980) AND ELSEWHERE. HIEMSTRA'S WORK DISCUSSES COURSE PLANNING ELEMENTS WHICH KNOWLES BELIEVES SHOULD BE CONSIDERED AND POSSIBLY UTILIZED BY EDUCATORS OF ADULTS. THESE ELEMENTS DIFFER IN THEIR METHODOLOGICAL IMPLICATIONS FROM THE COURSE PLANNING ELEMENTS SUITABLE FOR YOUNGER LEARNERS. THE PLANNING ELEMENTS ARE:

- ESTABLISHING A LEARNING ENVIRONMENT;
- DEVELOPING A PLANNING MECHANISM;
- DIAGNOSING LEARNING NEEDS AND INTERESTS;
- FORMULATING STUDENT AND GROUP OBJECTIVES BASED UPON DETERMINED NEEDS;
- DESIGNING AND IMPLEMENTING THE LEARNING EXPERIENCE;
- EVALUATING THE LEARNING EXPERIENCE.

PREVIOUSLY, IN SPRING 1979, THE UC FACULTY RESOURCES COMMITTEE HAD ALSO DISTRIBUTED AN "OPINIONNAIRE" TO UC FACULTY. THE SURVEY INCLUDED QUESTIONS THAT DEALT WITH SUCH ISSUES AS: THE UNIQUE CHARACTERISTICS OF ADULT LEARNERS; DIFFERENCES BETWEEN THE LEARNING CAPACITIES OF ADULT AND TRADITIONAL STUDENTS; DIFFERENCES BETWEEN METHODOLOGIES USED TO TEACH A MAIN

CAMPUS COURSE AND THE SAME COURSE THROUGH UC; FORMATS USED WHEN TEACHING EVENING COURSES; ARRANGING FOR INDIVIDUAL STUDENT CONFERENCES; MIXING PART-TIME ADULT STUDENTS WITH FULL-TIME DAYTIME STUDENTS IN THE CLASSROOM; SPECIAL EFFORTS MADE TO INVOLVE UC STUDENTS IN CLASSES THAT HAVE LARGE NUMBERS OF DAYTIME STUDENTS; USE OF ORAL OR WRITTEN COURSE EVALUATIONS; DIFFERENCES BETWEEN GRADING UC STUDENTS AND GRADING FULL-TIME DAY STUDENTS, IF ANY. THE RESULTS OF THIS SURVEY WERE USED TO ORIENT ALL NEW, AND SOME RETURNING, UC FACULTY TO WHAT THEY COULD EXPECT AS FACULTY AT UNIVERSITY COLLEGE.

SURVEY FINDINGS AND FACULTY FEEDBACK ABOUT THE SPECIAL ORIENTATION AND ABOUT CLASSROOM EXPERIENCES LED UNIVERSITY COLLEGE STAFF TO PERCEIVE A NEED FOR MORE INFORMATION ABOUT TEACHING PROCESSES USED BY UC FACULTY. SPECIFICALLY, STAFF SAW A NEED TO EXAMINE THE SIMILARITY BETWEEN THE ANDRAGOGICAL TEACHING PROCESSES (KNOWLES, 1980) DISCUSSED IN THE HIEMSTRA (1980) HANDOUT, AND THE TEACHING METHODOLOGIES BEING USED BY UC FACULTY. THE UC FACULTY RESOURCES COMMITTEE AGREED THAT A SURVEY SHOULD BE DEVELOPED WHICH WOULD PROBE MORE DEEPLY INTO THE ISSUES COVERED BY THE FIRST "OPINIONNAIRE" AND WHICH WOULD QUERY A DIFFERENT, AND THUS COMPLEMENTARY, SAMPLE - STUDENTS. THIS SURVEY WOULD SERVE TO ASSESS THE EXTENT TO WHICH FACULTY HAVE INTEGRATED INFORMATION CONTAINED IN THE HIEMSTRA HANDOUT AND FROM FACULTY ORIENTATION SESSIONS INTO THEIR METHODS FOR TEACHING ADULTS. IN SO DOING, THE STUDY ALSO WOULD PROVIDE GUIDANCE TO BOTH FACULTY AND STAFF ABOUT ADDITIONAL FACULTY DEVELOPMENT NEEDS.

METHODOLOGY

INSTRUMENT

THE INSTRUMENT CONSISTED OF FIFTEEN CONTINUA WITH ENDPOINTS DENOTING PEDAGOGICAL AND ANDRAGOGICAL EXTREMES RELATED TO TEACHING METHODOLOGIES. THE CONTINUA WERE ADAPTED FROM KNOWLES (1980) AND DEALT WITH:

- FACULTY CONCEPT OF THE STUDENT AS A LEARNER;
- STUDENT READINESS TO LEARN;
- STUDENT ORIENTATION TO LEARNING;
- SOURCE OF STUDENT MOTIVATION;
- CLASSROOM CLIMATE;
- MANNER IN WHICH COURSE PLANNING IS CONDUCTED;
- BY WHOM DIAGNOSIS OF LEARNER NEEDS IS CONDUCTED;
- BY WHOM AND HOW COURSE OBJECTIVES ARE SET;
- SOURCE OF LEARNING PLANS;
- NATURE OF LEARNING ACTIVITIES;
- BY WHOM AND HOW EVALUATION IS CONDUCTED.

STUDENTS WERE REQUESTED TO INDICATE ON EACH CONTINUUM THE PLACE THAT MOST ACCURATELY REFLECTED THEIR PERCEPTIONS OF THE EXPERIENCES THEY HAD IN A SPECIFIC COURSE.

SINCE THE ADULT EDUCATION LITERATURE INDICATES THAT STUDENT CHARACTERISTICS AND NEEDS ARE VERY IMPORTANT FACTORS IN ALL PHASES OF COURSE AND PROGRAM PLANNING, INCLUDING THE ASSESSMENT PHASE, VARIOUS STUDENT CHARACTERISTICS WERE ALSO SOLICITED FOR ANALYSIS. SPECIFICALLY, INFORMATION ABOUT STUDENT AGE, COURSE FOR WHICH THE STUDENT WAS COMPLETING THE SURVEY, LAST DEGREE COMPLETED, SEX, AND STUDENT STATUS (PART-

TIME/FULL-TIME) WAS SOLICITED.

BY CODING RETURN ENVELOPES IT WAS ALSO POSSIBLE, IN MOST CASES, TO DETERMINE TEACHER TYPE - ADJUNCT, EMERITUS, OVERLOAD, PART-LOAD AND TEACHING ASSISTANT. AN ADJUNCT WAS DEFINED AS A PERSON HIRED BY UNIVERSITY COLLEGE TO TEACH A SPECIFIC COURSE. EMERITUS FACULTY ARE OFFICIALLY RETIRED FROM SYRACUSE UNIVERSITY AND TEACHING ONE OR MORE COURSES, WITHIN UNIVERSITY COLLEGE ALONE, OR WITHIN BOTH UC AND SYRACUSE UNIVERSITY. OVERLOAD FACULTY WERE DEFINED AS FULL-TIME SYRACUSE UNIVERSITY FACULTY WHO TEACH ONE OR MORE UNIVERSITY COLLEGE COURSES IN ADDITION TO THEIR FULL-TIME REGULAR TEACHING RESPONSIBILITIES. PART-LOAD FACULTY ARE SYRACUSE UNIVERSITY EMPLOYEES WHO TEACH ONE OR MORE UNIVERSITY COLLEGE COURSE(S) AS PART OF THEIR NORMAL TEACHING LOAD. THESE FIVE GROUPS WERE SELECTED FOR STUDY SINCE RESULTS OF THE PREVIOUS SURVEY OF UC FACULTY INDICATED DIFFERENCES AMONG THESE FIVE FACULTY GROUPS MIGHT EXIST IN TERMS OF THEIR VARIOUS TEACHING TECHNIQUES.

THOUGH ONLY USED ON A PILOT BASIS THUS FAR, THE INSTRUMENT MAKES AN IMPORTANT CONTRIBUTION NOT ONLY IN TERMS OF THE COLLECTION AND ANALYSIS OF DATA IT ALLOWS, BUT BECAUSE OF ITS FUNDAMENTAL BASIS IN MALCOLM KNOWLES' SEMINAL WORK PERTAINING TO THE THEORY OF ANDRAGOGY. IT ALLOWS ASSESSMENT, A KEY ANDRAGOGICAL PROCEDURE, TO BE EFFECTED BY MEANS OF AN INSTRUMENT BASED UPON THE PRECEPTS OF THAT <u>SAME</u> ANDRAGOGICAL MODEL. THEREFORE, THE OUTCOMES OF THE ASSESSMENT IT ALLOWS ARE AS CLOSELY AS POSSIBLE LINKED TO A THEORY BASE. THE DUAL RESULT

IS, ON THE MICRO-LEVEL, THAT THE FACULTY MEMBER'S TEACHING TECHNIQUES ARE ASSESSED IN TERMS OF THEIR SIMILARITY TO THE ANDRAGOGICAL MODEL OFFERED BY KNOWLES (1980); AND ON THE MACRO-LEVEL, THAT KNOWLES' ANDRAGOGICAL MODEL ITSELF IS TESTED AND REFINED WITH EACH ADMINISTRATION OF THE SURVEY INSTRUMENT.

SAMPLE

BECAUSE SOME OF THE QUESTIONS IN THE SURVEY COULD BE CONSTRUED TO BE OF A SENSITIVE NATURE AND BECAUSE OF HUMAN AND FISCAL CONSTRAINTS, UNIVERSITY COLLEGE STAFF DECIDED THAT A SAMPLE OF COURSES TAUGHT BY FACULTY SELECTED FOR THEIR PROBABLE WILLINGNESS TO PARTICIPATE IN THE STUDY AND THEIR INTEREST IN SURVEY FINDINGS WOULD BE MORE APPROPRIATE FOR THE STUDY'S PURPOSES THAN A STUDY OF ALL UNIVERSITY COLLEGE COURSES. TO THAT END, UC STAFF IDENTIFIED 21 ADJUNCT, FIVE EMERITUS, 20 OVERLOAD, 23 PART-LOAD AND 17 TEACHING ASSISTANTS WHO WOULD BE INVITED TO PARTICIPATE IN THE STUDY BY DISTRIBUTING THE QUESTIONNAIRES IN THEIR CLASSES. THESE FACULTY NUMBERS WERE ROUGHLY IN PROPORTION TO THE PROPORTION IN WHICH THESE FACULTY TYPES EXISTED IN THE UNIVERSITY COLLEGE FACULTY POPULATION. UC STAFF THEN CONTACTED EACH FACULTY MEMBER PERSONALLY TO INVITE THEIR PARTICIPATION AND MAKE DISTRIBUTION ARRANGEMENTS.

BECAUSE IT WAS HYPOTHESIZED THAT A RELATIONSHIP MIGHT EXIST BETWEEN THE DISCIPLINE BEING TAUGHT AND TEACHING TECHNIQUES USED AND OUT OF A DESIRE TO PROTECT FACULTY PRIVACY, DISCIPLINE OF THE FACULTY MEMBER SERVED AS A CONTROL. AT LEAST TWO FACULTY MEMBERS FROM EACH SELECTED DISCIPLINE WERE ASKED TO TAKE PART IN THE STUDY. HOWEVER, BECAUSE SOME FACULTY WERE

RELUCTANT TO PARTICIPATE, IN SOME CASES THE DATA REFLECT ONLY THE RESPONSES OF STUDENTS IN ONE COURSE.

THIS SAMPLING METHOD WOULD RISK INVALIDITY DUE TO VOLUNTEERISM IF ONE WERE TO ATTEMPT TO GENERALIZE STUDY RESULTS TO THE TOTAL UC FACULTY POPULATION OR EVEN FURTHER. THUS, IT IS ONLY SAFE TO SAY THAT THE RESULTS RELATE TO THOSE FACULTY WHOSE CLASSES PARTICIPATED IN THE STUDY. THE RESULTS ARE, HOWEVER, HELPFUL IN IDENTIFYING POSSIBLE NEEDS OF FACULTY WHICH MAY BE THE BASIS FOR FACULTY DEVELOPMENT STRATEGIES SUITABLE FOR THE MAJORITY OF THE COLLEGE'S FACULTY POPULATION. IN ADDITION, AS PREVIOUSLY MENTIONED, BECAUSE OF THE INSTRUMENT'S LINK WITH ANDRAGOGICAL THEORY, EACH ADMINISTRATION OF THE SURVEY CONTRIBUTES TO THE BUILDING OF THAT THEORY.

ANALYSIS

SURVEY RESPONSES WERE CODED, KEY-PUNCHED AND ANALYZED BY COMPUTER USING THE STATISTICAL ANALYSIS SYSTEM (SAS). CUMULATIVE PERCENTAGES AND FREQUENCIES FOR RESPONSES OF THE TOTAL GROUP WERE FIRST OBTAINED. ADDITIONAL ANALYSIS WAS THEN CONDUCTED BY CROSS-TABULATING EACH DEMOGRAPHIC VARIABLE WITH EACH OF THE CONTINUUM QUESTIONS TO DETERMINE WHETHER STUDENT CHARACTERISTICS, FACULTY TYPE OR THE DISCIPLINE BEING STUDIED WERE RELATED TO THE WAY STUDENTS PERCEIVE THEIR EXPERIENCES IN A COURSE. MORE SOPHISTICATED ANALYSES WERE DEEMED INAPPROPRIATE TO THE LIMITED PURPOSES OF THE STUDY.

RESULTS

NINE HUNDRED FORTY-SEVEN STUDENTS COMPLETED USABLE SURVEYS. TWO SURVEYS WERE UNUSABLE. THE AGE OF THE STUDENTS RANGED FROM 17 TO 65 YEARS, WITH ABOUT 62% OVER THE AGE OF 23. ALMOST HALF (46%) LISTED THEIR LAST DEGREE RECEIVED AS A HIGH SCHOOL DIPLOMA. TWENTY-SEVEN PERCENT HAD ASSOCIATE DEGREES, 22% BACCALAUREATE DEGREES, A BIT MORE THAN 3% MASTER'S DEGREES, .1% A CAS, .4% A DOCTORAL DEGREE AND 1% ANOTHER DEGREE. FIFTY-FOUR PERCENT WERE WOMEN, 44% MEN, WITH THE REMAINDER NOT PROVIDING THIS INFORMATION. SIXTY-THREE PERCENT WERE ENROLLED ON A PART-TIME BASIS AND 35% ATTENDED FULL-TIME. TWENTY-FIVE PERCENT OF THE STUDENTS COMPLETING THE SURVEY HAD FACULTY MEMBERS WHO WERE CLASSIFIED AS ADJUNCTS, COMPARED WITH 24% WHO HAD PART-LOAD FACULTY, 23% WHO HAD OVERLOAD FACULTY, 20% WHO HAD GRADUATE ASSISTANTS AND 7% WHO HAD EMERITUS FACULTY.

HIGHLIGHTS OF THE STUDY FINDINGS ARE AS FOLLOWS:

- AGE - OLDER STUDENTS WERE MORE LIKELY TO PERCEIVE THEIR TEACHERS AS USING ANDRAGOGICAL TECHNIQUES ON SEVERAL VARIABLES, THAN WERE THEIR YOUNGER COUNTERPARTS.

- DISCIPLINE - THE DEGREE TO WHICH KNOWLES' THEORY OF ANDRAGOGY IS APPROPRIATE TO A CERTAIN CURRICULUM DEPENDS UPON MANY FACTORS AND MUST BE THOUGHT THROUGH VERY CAREFULLY. SUCH FACTORS INCLUDE THE LEVEL OF SPECIFICITY OF THE SUBJECT MATTER, WHETHER THE COURSE IS ONE OF A SERIES THAT LEADS TOWARD CERTIFICATION AND THUS HAS AN EXTERNALLY PRECRIBED CURRICULUM, THE VALUES OF A SPECIFIC PROGRAM AND THE PEOPLE WHO TEACH IT, WHETHER THE COURSE DEALS WITH PEOPLE, IDEAS OR THINGS, FACULTY PERSONALITY, ETC. NO ONE DISCIPLINE RECEIVED CONSISTENTLY HIGHER RANKS, YET SOME

CAN DEFINITELY BE SAID TO HAVE A MORE ANDRAGOGICAL ORIENTATION THAN OTHERS.

RANKING AS MOST ANDRAGOGICAL IN AT LEAST ONE OF THE FIFTEEN DIFFERENT CATEGORIES OF THE CONTINUA WERE:

1) ART FOR "CLASSROOM CLIMATE MUTUAL RESPECTFULNESS", "CLASSROOM CLIMATE TRUST", AND "LEARNING PLAN";

2) ENVIRONMENTAL ARTS FOR "ORIENTATION TO LEARNING" AND "MOTIVATION";

3) EXPERIMENTAL STUDIO IN THE "READINESS TO LEARN", "CLASSROOM CLIMATE INFORMALITY AND WARMTH" AND "FACULTY TYPE" CATEGORIES;

4) FRESHMAN CORE PROGRAM FOR "LEARNING ACTIVITIES", "EVALUATION", AND "CLASSROOM CLIMATE SUPPORTIVENESS";

5) NONDEPARTMENTAL ARTS AND SCIENCES IN THE "OBJECTIVES SET" CATEGORY;

6) NURSING FOR "CONCEPT OF STUDENT AS LEARNER";

7) STUDIO ARTS FOR "CLASSROOM CLIMATE COLLABORATIVENESS";

8) TRANSPORTATION MANAGEMENT FOR "PLANNING".

RANKING AS THE LEAST ANDRAGOGICAL WERE:

1) FINANCE (TIED WITH THREE OTHERS) FOR "OBJECTIVES SET" AS WELL AS FOR "CLASSROOM CLIMATE TRUST" AND "CLASSROOM CLIMATE SUPPORTIVENESS";

2) FRESHMAN CORE PROGRAM FOR "LEARNING PLAN" (AS CONTRASTED WITH THE THREE FIRST PLACE RANKINGS IT ALSO RECEIVED;

3) GEOLOGY (TIED WITH THREE OTHER DISCIPLINES) FOR

"OBJECTIVES SET" AND FOR "CONCEPT OF THE STUDENT AS LEARNER" AND "CLASSROOM CLIMATE INFORMALITY AND WARMTH";

4) History (tied with three others) for "objectives set" as well as "motivation";

5) Industrial Engineering for "classroom climate collaborativeness";

6) Managerial Statistics (tied with three others) for "objectives set";

7) Nursing for "orientation to learning" as contrasted with its first place ranking for "concept of the student as learner";

8) Newspaper for "evaluation" and "classroom climate mutual respectfulness";

9) Political Science for "learning activities";

10) Religion for "readiness to learn";

11) Visual Communication for "planning" and "faculty type".

- Faculty type - on the average, teaching techniques used by adjunct faculty were ranked by students as being the most andragogical and those used by overload faculty were ranked as the next most andragogical. Graduate Assistants' teaching techniques fell somewhere in between these and those of the emeritus and load faculty whose techniques were, on the average, ranked as being the least andragogical.

- The Last Degree Attained by a student and the degree to which a student perceived teaching techniques as andragogical was less important than student Age. However, several questions did show marked differences between people of different

DEGREE LEVELS: ON MANY OF THE CONTINUA, THOSE HOLDING THE HIGHEST DEGREES WERE, IN GENERAL, MORE LIKELY THAN OTHERS TO PERCEIVE LEARNING METHODOLOGIES AS ANDRAGOGICAL, RATHER THAN PEDAGOGICAL.

- GENDER WAS A VARIABLE WHICH IN MOST INSTANCES SEEMED TO MAKE A DIFFERENCE IN THE WAY A STUDENT RESPONDED. GREATER PERCENTAGES OF FEMALES THAN MALES WERE LIKELY TO PERCEIVE TEACHING TECHNIQUES USED AS ANDRAGOGICAL. BOTH SEXES SEEMED TO VIEW "ORIENTATION TO LEARNING", "PLANNING", AND "LEARNING PLANS" SIMILARLY.

- STUDENT STATUS - WHETHER HE OR SHE WAS ENROLLED ON A PART-TIME OR FULL-TIME BASIS - WAS NOT A CLEAR DETERMINANT IN HOW ANDRAGOGICAL A STUDENT PERCEIVED A CLASSROOM ENVIRONMENT TO BE. PART-TIME STUDENTS WERE ONLY SOMEWHAT MORE LIKELY THAN FULL-TIME STUDENTS TO CHARACTERIZE THEIR LEARNING ENVIRONMENTS AS ANDRAGOGICAL.

CONCLUSION

THE STUDY RESULTS HAVE BOTH PRACTICAL AND THEORETICAL SIGNIFICANCE. FROM A PRACTICAL STANDPOINT, THIS PILOT STUDY REVEALED A RELATIONSHIP BETWEEN ALL OF THE STUDY VARIABLES - AGE, COURSE, FACULTY TYPE, GENDER, STUDENT STATUS AND DEGREE LEVEL - AND STUDENT PERCEPTIONS OF THE DEGREE TO WHICH ANDRAGOGICAL TEACHING TECHNIQUES ARE USED IN SELECTED UNIVERSITY COLLEGE COURSES. DIFFERENT FACULTY TYPES SEEM TO APPROACH THEIR MUTUAL TASK OF FACILITATING LEARNING IN A DIVERSE STU-

DENT BODY THROUGH A VARIETY OF MEANS. THOSE GOING OUT OF THEIR WAY TO TEACH UC COURSES ARE, IN GENERAL, PERCEIVED BY STUDENTS TO HAVE MORE ANDRAGOGICAL TEACHING ORIENTATIONS. GRADUATE ASSISTANTS, LOAD AND EMERITUS FACULTY ARE TEND TO USE MORE TRADITIONAL PEDAGOGICAL METHODOLOGIES. THIS IS PROBABLY DUE TO THEIR BEING AROUND TRADITIONAL STUDENTS MOST OF THE DAY IN THE CASE OF GRADUATE ASSISTANTS AND LOAD FACULTY. IN THE CASE OF EMERITI, THIS IS PROBABLY DUE TO THE STUDENT TYPES THEY HAVE PRIMARILY DEALT WITH DURING THE SPAN OF THEIR CAREERS. THIS INFORMATION MAY HELP UC STAFF PRIORITIZE FACULTY DEVELOPMENT NEEDS.

ONE WAY IN WHICH THESE DATA MAY BE USED WHICH WILL DOVETAIL WITH CURRENT UC FACULTY DEVELOPMENT EFFORTS IS BASED UPON JOYCE AND SHOWERS' (1980) WORK IN IN-SERVICE TRAINING. THEY SUGGEST THAT THERE ARE SEVERAL STEPS IN SUCCESSFUL IN-SERVICE TRAINING:

1) PRESENTING THE THEORY OR DESCRIPTION OF THE NEW SKILL - THIS STEP IS ONE ALREADY BEING TAKEN BY UC IN ITS DISTRIBUTION OF HIEMSTRA'S (1980) WORK.

2) MODEL OR DEMONSTRATE THE SKILL.

3) PROVIDE OPPORTUNITIES TO PRACTICE THE SKILL OR BEHAVIOR.

4) PROVIDE MEANINGFUL FEEDBACK.

STEPS 2-4 MIGHT LOGICALLY BE TAKEN IN A WORKSHOP FOR NEW AND RETURNING FACULTY AT WHICH ADULT EDUCATION EXPERTS AND FACULTY WITH VERY ANDRAGOGICAL ORIENTATIONS WOULD MODEL DESIRED BEHAVIOR. VIDOETAPES AND ROLE PLAYING EXERCISES COULD HELP FACULTY LEARN NEW TEACHING/ FACILITATING BEHAVIORS. ONGOING UC STAFF ASSISTANCE OF FACULTY IN THE APPLICATION OF

APPROPRIATE SKILLS AND BEHAVIORS WOULD BE AVAILABLE TO THOSE FACULTY WHO DESIRE IT.

A STEP THAT MIGHT SERVE AS A PRELUDE TO JOYCE AND SHOWERS' SECOND ONE IS TO PROVIDE FACULTY WITH EVIDENCE THAT A) ANDRAGOGICAL THEORY DOES ACTUALLY RELATE TO THE CONSTITUENCY THEY WILL BE TEACHING; B) EFFORTS BY PREVIOUS FACULTY HAVE NOT GONE FAR ENOUGH IN REACHING SPECIFIC SUBGROUPS OF THE STUDENT POPULATION; AND C) AS A CERTAIN FACULTY TYPE TEACHING A SPECIFIC DISCIPLINE, THEY ARE LIKELY TO BE MORE SUCESSFUL IN SOME AREAS AND LESS IN OTHERS. FACULTY SHOULD BE PROVIDED WITH AN OPPORTUNITY TO DISCUSS THE APPROPRIATENESS OF THE THEORY TO THEIR OWN STYLE, DISCIPLINE AND COURSE. INFORMATION FROM THIS STUDY MAY AID IN THIS EFFORT.

SPEAKING FROM A BROADER PERSPECTIVE, THIS PILOT STUDY HAS IMPORTANT IMPLICATIONS FOR ADULT EDUCATORS SEEKING TO INTEGRATE ANDRAGOGICAL PRINCIPLES WITH TRADITIONAL INSTRUCTIONAL METHODOLOGIES. THE SIGNIFICANCE OF SEVERAL OF THE VARIABLES PROVIDES DIRECTION TO THOSE WISHING TO ASSESS OTHER CLASSROOM SITUATIONS WHERE ANDRAGOGICAL METHODOLOGIES MIGHT BE THE DESIRED TEACHING MODE. REPLICATION OF THIS STUDY, USING A SIMILAR INSTRUMENT, CAN PROVIDE A FUNDAMENTAL BASIS FROM WHICH INDIVIDUAL PERCEPTIONS CAN BE GAUGED AND THE RELATED STUDENT NEEDS MET. IT CAN ALSO PROVIDE A BASIS FOR THE CONSIDERATION OF DISCIPLINE AS A FACTOR IN DEVISING COURSES APPROPRIATE TO ADULT STUDENT CLIENTELES AND HELP TO ASSESS INDIVIDUAL FACULTY DEVELOPMENT NEEDS. IN ADDITION, AS PREVIOUSLY DISCUSSED, EACH USE OF THE INSTRUMENT CONTRIBUTES TO BUILDING THE THEORETICAL

BASIS OF ANDRAGOGICAL THEORY.

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VARIABLES

1) STUDENT AGE

2) COURSE IN WHICH ENROLLED

3) LAST DEGREE COMPLETED

4) SEX

5) STUDENT STATUS (PART-TIME/FULL-TIME)

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6) TEACHER TYPE
   - ADJUNCT
   - EMERITUS
   - OVERLOAD
   - PART-LOAD
   - TEACHING ASSISTANT

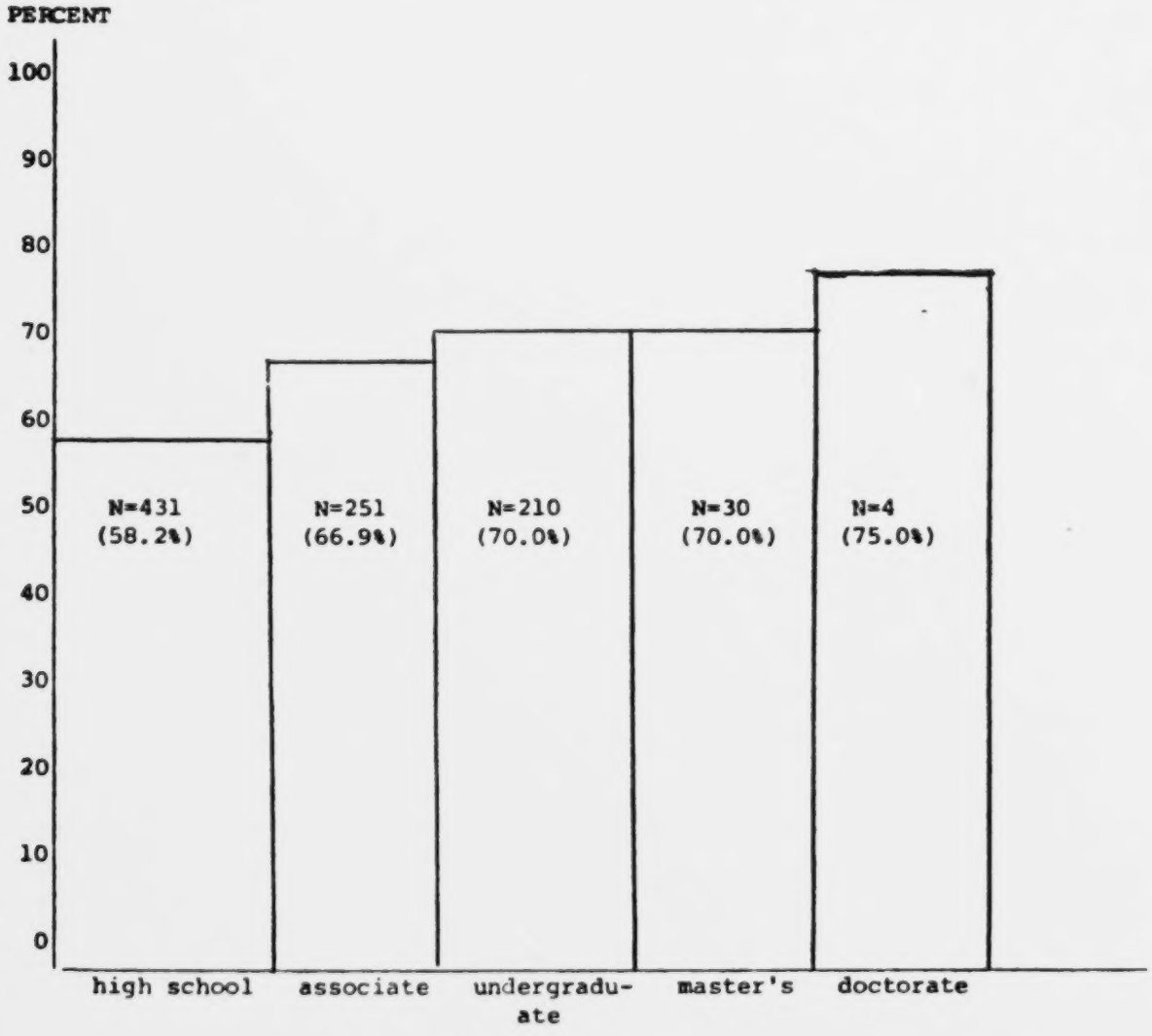
Sex of Student as it Relates to the Students' Responses About Their Perceptions of the Teaching Techniques

Technique	Sex	
	Female	Male
Faculty Concept of Student	64.1	57.4
Source of Readiness to Learn	68.2	59.1
Orientation to Learning	72.0	70.7
Source of Motivation	77.4	66.9
Collaborative Classroom Climate	72.1	66.0
Mutually Respectful Classroom Climate	77.8	75.7
Informal, Warm Classroom Climate	81.1	75.5
Trusting Classroom Climate	84.3	80.0
Supportive Classroom Climate	79.4	69.8
Planning Done Mutually by Learners and Teacher	21.8	20.2
Diagnosis of Needs Done by Mutual Negotiation	34.6	28.8
Objectives Set by Mutual Negotiation	18.7	12.6
Learning Plans Designed from Learning Contracts	26.1	25.7
Learning Activities are Mainly Inquiry and Similar Projects	34.6	28.1
Evaluation is by Learner-collected Evidence	19.9	14.8

Note: 1. When percentages do not equal 100.0 it is because some students did not respond to the question.

2. For purposes of analysis and coding each continuum was divided into nine sections. The four parts furthest towards the left end of the continua were labeled pedagogical, the middle one as neutral, and the four furthest to the right end as andragogical. Percentages reported reflect responses which fell in the "andragogical" sections.

Readiness to Learn by Last Degree Attained



Percent that said their readiness to learn develops from life problems and tasks as opposed to being prescribed by the curriculum.

The Relationship Between Faculty Type and Teaching Technique

Faculty Type	Mean of Ranks	Diagnosis of Needs	Concept of Student	Readiness to Learn	Orientation to Learning	Source of Motivation	Classroom Climate Collaborative	Classroom Climate Mutually Respectful	Classroom Climate Informal, Warm	Classroom Climate Trusting	Classroom Climate Supportive	Mutual Planning	Objectives Set by Mutual Negotiation	Learning Plans from Learning Contracts	Learning Activities Inquiry Projects	Evaluation by Others Besides Teacher
		(1)	(3)	(1)	(4)	(2)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(2)	(3)
Adjunct	1.67	43.0	64.7	67.2	43.4	74.0	73.6	84.7	87.7	90.2	87.7	17.5	22.6	15.8	32.4	18.3
		(4)	(2)	(3)	(5)	(3)	(3)	(4)	(2)	(4)	(4)	(5)	(4)	(5)	(5)	(5)
Emeritus	3.87	20.0	65.7	61.4	35.7	71.4	70.0	74.3	80.0	81.4	71.4	8.6	11.4	5.7	15.7	12.9
Graduate		(5)	(5)	(4)	(3)	(5)	(2)	(2)	(3)	(2)	(3)	(4)	(3)	(3)	(3)	(2)
Assistant	3.27	15.8	51.0	51.9	47.4	60.7	71.7	78.4	79.4	84.0	71.7	11.9	15.0	12.9	31.5	19.6
		(3)	(4)	(3)	(1)	(4)	(5)	(5)	(5)	(5)	(5)	(3)	(5)	(4)	(4)	(4)
Load	3.93	28.8	60.2	62.4	51.8	66.4	61.8	69.0	71.7	73.9	66.8	12.4	9.7	10.2	29.6	13.3
		(2)	(1)	(3)	(2)	(1)	(4)	(3)	(4)	(3)	(2)	(2)	(2)	(2)	(1)	(1)
Overload	2.27	30.6	65.3	61.4	49.6	77.5	68.9	76.1	74.8	81.5	73.9	14.0	18.0	14.9	36.9	19.8

SELECTED OPINIONNAIRE QUESTIONS

1) WHAT ARE SOME OF THE UNIQUE CHARACTERISTICS OF ADULT LEARNERS?

2) HOW ARE THE LEARNING CAPACITIES AND PROBLEMS OF ADULT STUDENTS DIFFERENT FROM THOSE OF "TRADITIONAL" STUDENTS?

3) HOW WOULD TEACHING A COURSE ON "THE HILL" DIFFER FROM TEACHING THE SAME COURSE AT UNIVERSITY COLLEGE?

4) WHAT FORMAT DO YOU USUALLY USE WHEN TEACHING IN THE EVENING?

5) HOW DO YOU ARRANGE FOR INDIVIDUAL CONFERENCES WITH STUDENTS?

6) HOW DO YOU FEEL ABOUT MIXING PART-TIME ADULT STUDENTS WITH FULL-TIME "HILL" STUDENTS IN YOUR CLASSES?

7) WHAT, IF ANY, SPECIAL EFFORTS DO YOU MAKE TO INVOLVE UNIVERSITY COLLEGE STUDENTS IN CLASSES THAT HAVE LARGE NUMBERS OF "HILL" STUDENTS?

8) IF YOU REQUEST ORAL OR WRITTEN EVALUATIONS OF YOUR COURSES AT THE END OF THE SEMESTER, WHAT USE DO YOU MAKE OF THESE EVALUATIONS?

9) IF YOU GRADE UNIVERSITY COLLEGE STUDENTS DIFFERENTLY FROM FULL-TIME, DAY STUDENTS, PLEASE EXPLAIN THE DIFFERENCE.

COURSE PLANNING ELEMENTS

ESTABLISHING A LEARNING ENVIRONMENT

DEVELOPING A PLANNING MECHANISM

DIAGNOSING LEARNING NEEDS AND INTERESTS

FORMULATING STUDENT AND GROUP OBJECTIVES
BASED UPON DETERMINED NEEDS

DESIGNING AND IMPLEMENTING THE LEARNING EXPERIENCE

EVALUATING THE LEARNING EXPERIENCE

Table 1

A Suggested Teaching / Learning Process for Adults:
Planning Elements and Methodological Implications

Planning Elements	Methodological Implications
Establishing a Learning Environment	Encourage informality and a spirit of mutuality. Create a non-threatening setting and work to reduce any initial anxiety that may exist. Arrange for comfortable seating, an attractive setting, and the maximization of adequate sight and sound qualities. Facilitate learners getting acquainted with each other through use of introductions, name tags, circle seating, etc.
Develop a Planning Mechanism	Use mutual planning techniques. -- Form small planning and discussion groups. -- Encourage cooperative efforts in the planning process. Provide for adequate input by learners in the planning effort to promote feelings of personal ownership.
Diagnose Learning Needs and Interests	Provide some initial focus and guidance in determining basic or potential learning parameters. Facilitate some initial self-diagnosis by learners through self-rating forms or personal interviews. Help to refine the majority needs through small group discussions, decision-making techniques, or facilitator-student dialogues. Establish a mechanism for continuous diagnosis or re-diagnosis. -- Develop periodic feedback devices. -- Encourage students periodically to reexamine their progress in relationship to need.

-- continued --

Table 1--continued

Planning Elements	Methodological Implications
Formulate Student and Group Objectives Based on Determined Needs	Provide a tentative outline of group objectives based on the needs assessed above and stated in measurable terms. -- Discuss the objectives in a large group setting or facilitate small group discussion of them. -- Revise the objectives as necessary. Facilitate the development of individual learner objectives in relation to the group objectives for maximum learner growth. -- Use a performance contract process (Knowles, 1975). -- Obtain a personal commitment toward and ownership of the learning necessary to meet objectives.
Design and Implement the Learning Experience	Promote the use of a wide variety of learning resources. -- Make available instructor-developed and instructor-located materials. -- Use outside content specialists to meet any unique needs. -- Encourage learners to locate and provide learning resources to their peers. Promote self-directed inquiry and the use of resources outside the traditional learning environment. Help learners design appropriate experiences according to need and ability. -- Match objectives (learning contracts) to appropriate resources. -- Promote peer examination and discussion of learning contracts. -- Provide instructor feedback on design appropriateness.

-- continued --

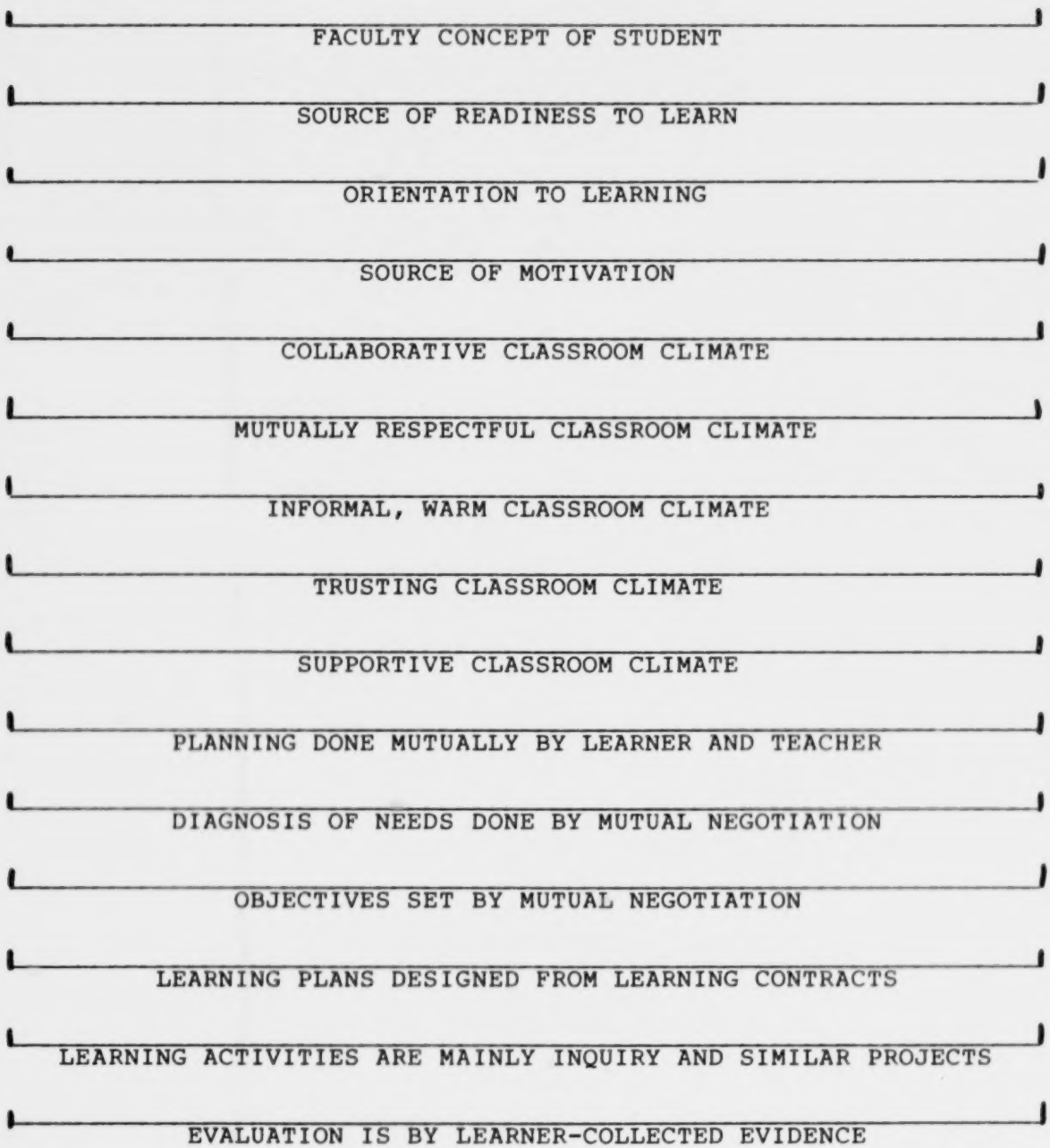
Table 1--continued

Planning Elements	Methodological Implications
	Encourage the use of a variety of self-directed learning activities. -- Form study groups to focus on a single topic. -- Use reading logs, diaries, or related experiences. -- Promote mini-internships, field visits, interviews, etc.
Evaluate the Learning Experiences	Encourage individually determined evaluation techniques. -- Use peer group validation. -- Use evaluations by outside experts. -- Ask students to rediagnose their learning needs in terms of growth or change. Use mutually determined evaluations by the student and the instructor (through the learning contract). Use non-graded or anonymous testing procedures where feasible. Provide continuous feedback on learner progress.

From: Roger Hiemstra, Preparing Human Service Practitioners to Teach Older Adults. Information Series No. 209, ERIC Clearinghouse on Adult, Career and Vocational Education, Ohio State University, 1980.

Adapted from Knowles (1970).

PEDAGOGICAL TO ANDRAGOGICAL CONTINUUA


FACULTY CONCEPT OF STUDENT
SOURCE OF READINESS TO LEARN
ORIENTATION TO LEARNING
SOURCE OF MOTIVATION
COLLABORATIVE CLASSROOM CLIMATE
MUTUALLY RESPECTFUL CLASSROOM CLIMATE
INFORMAL, WARM CLASSROOM CLIMATE
TRUSTING CLASSROOM CLIMATE
SUPPORTIVE CLASSROOM CLIMATE
PLANNING DONE MUTUALLY BY LEARNER AND TEACHER
DIAGNOSIS OF NEEDS DONE BY MUTUAL NEGOTIATION
OBJECTIVES SET BY MUTUAL NEGOTIATION
LEARNING PLANS DESIGNED FROM LEARNING CONTRACTS
LEARNING ACTIVITIES ARE MAINLY INQUIRY AND SIMILAR PROJECTS
EVALUATION IS BY LEARNER-COLLECTED EVIDENCE

COURSE SURVEY

For each question below please check or circle the point on the continuum which most accurately reflects your perception of the experience you've had as a student in this course. A continuum represents a series of sequential changes which pertain to a single idea. The statements on each end are the poles of the continuum.

EXAMPLE: *Looking at question number 1 which pertains to "faculty's concept of you as a learner," you would circle or check the point furthest to the left on the continuum if you believe your teacher perceives you as very dependent; you would check a point somewhere in the middle if you perceive that your teacher sees you as both somewhat dependent and somewhat independent; and you would place a mark at the right end of the continuum if you perceive that your teacher sees you as increasingly independent and self-directing.*

This information will be helpful to us in identifying possible faculty development needs. Thank you so much for your help.

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1. Faculty's concept of you as a learner seems to be that . . .

you are dependent						you are increasingly independent and self-directing

2. Your readiness to learn . . .

is prescribed by the curriculum					develops from your life tasks and problems	

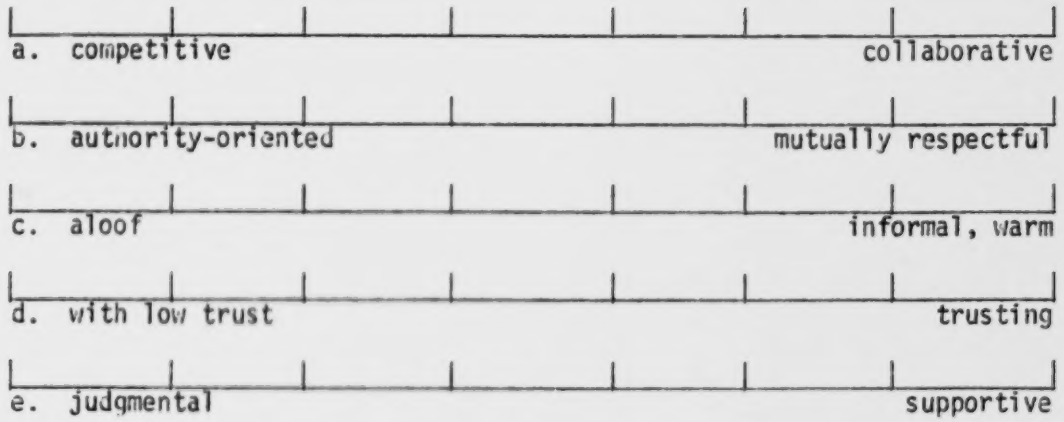
3. Your orientation to learning is . . .

subject-centered						task or problem-centered

4. Your motivation comes from . . .

external rewards and punishments						internal incentives and curiosity

5. The classroom climate is . . .



6. Planning is done . . .

7. Diagnosis of needs is done . . .

8. Objectives are set by . . .

9. Learning plans are designed from . . .

10. Learning activities are mainly . . .

11. Evaluation is by . . .

Please supply the information which pertains to you in the appropriate spaces.

A. Sex: 0 ____ female
1 ____ male

B. Age at your last birthday ____ years

C. Last degree completed: 0 ____ high school
1 ____ Associate degree
2 ____ undergraduate
3 ____ master's
4 ____ CAS
5 ____ Doctorate
6 ____ Other _____

D. Student status:

Full-time student (12 or more credits) 0 _____
Part-time student (11 or less credits) 1 _____

E. Course area (e.g., history, math, sociology, etc.) _____

PLEASE RETURN THIS COMPLETED SURVEY TO YOUR TEACHER. THANK YOU.